

Sims Junior High

200 Sims Drive
Union, SC 29379

Grades 7-8 Middle School

Enrollment 552 Students

Principal Mickey Connolly 864-429-1755

Superintendent Dr. Thomas White 864-429-1740

Board Chair Ms. Kakie White 864-429-0746

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	12	31	3

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Unsatisfactory	No
2006	Below Average	Unsatisfactory	No

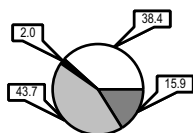
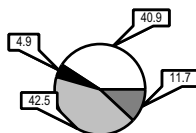
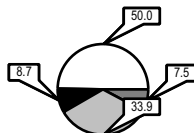
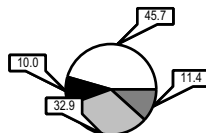
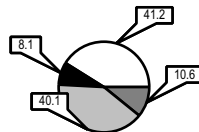
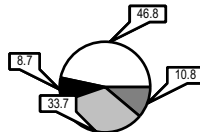
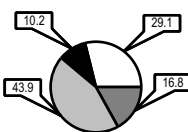
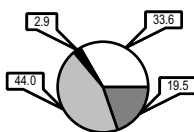
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	95.4	97.4
English 1	92.6	95.0
Biology 1/Applied Biology 2	N/A	44.5
Physical Science	85.0	62.6
All Subjects	91.2	95.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	541	99.3	38.6	43.9	15.6	1.9	27.1	No	Yes
Gender									
Male	266	98.9	48.8	38.6	11.8	0.8	21.3	N/A	N/A
Female	275	99.6	28.6	49.0	19.3	3.1	32.8	N/A	N/A
Racial/Ethnic Group									
White	306	98.7	30.8	45.8	20.6	2.8	34.6	Yes	Yes
African American	231	100.0	48.9	42.2	8.5	0.4	16.6	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	422	99.1	27.8	50.3	19.5	2.5	34.3	N/A	N/A
Disabled	119	100.0	77.0	21.2	1.8	0.0	1.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	541	99.3	38.6	43.9	15.6	1.9	27.1	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	540	99.3	38.6	43.9	15.6	1.9	27.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	324	99.7	47.6	42.1	9.4	1.0	16.5	No	Yes
Full-pay meals	209	99.0	25.0	46.6	25.0	3.4	43.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	541	99.3	41.5	42.1	11.5	4.9	25.0	No	Yes
Gender									
Male	266	98.9	41.7	44.1	8.3	5.9	24.0	N/A	N/A
Female	275	99.6	41.3	40.2	14.7	3.9	25.9	N/A	N/A
Racial/Ethnic Group									
White	306	98.7	31.5	47.2	15.0	6.3	32.5	Yes	Yes
African American	231	100.0	54.7	36.3	7.2	1.8	14.3	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	422	99.1	31.3	49.3	13.5	6.0	29.5	N/A	N/A
Disabled	119	100.0	77.9	16.8	4.4	0.9	8.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	541	99.3	41.5	42.1	11.5	4.9	25.0	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	540	99.3	41.5	42.1	11.5	4.9	25.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	324	99.7	51.8	36.6	9.4	2.3	17.5	No	Yes
Full-pay meals	209	99.0	26.0	50.5	14.7	8.8	36.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	541	98.7	50.1	33.9	7.4	8.6	16.0
Gender							
Male	266	98.9	51.6	29.9	7.9	10.6	18.5
Female	275	98.5	48.6	37.7	7.0	6.6	13.6
Racial/Ethnic Group							
White	306	98.4	41.8	36.8	12.3	9.1	21.4
African American	231	99.1	61.7	30.2	0.9	7.2	8.1
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	422	98.6	40.5	40.2	9.0	10.3	19.3
Disabled	119	99.2	84.1	11.5	1.8	2.7	4.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	541	98.7	50.1	33.9	7.4	8.6	16.0
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	540	98.7	50.1	33.9	7.4	8.6	16.0
Socio-Economic Status							
Subsidized meals	324	98.8	59.9	30.3	3.9	5.9	9.8
Full-pay meals	209	99.0	35.3	39.2	12.7	12.7	25.5

Social Studies							
All Students	540	98.7	46.1	32.6	11.3	10.0	21.3
Gender							
Male	265	98.5	44.5	32.3	11.8	11.4	23.2
Female	275	98.9	47.7	32.9	10.9	8.5	19.4
Racial/Ethnic Group							
White	306	97.7	38.6	33.3	15.8	12.3	28.1
African American	230	100.0	56.1	32.3	5.8	5.8	11.7
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	422	98.3	36.6	37.3	14.0	12.0	26.1
Disabled	118	100.0	79.6	15.9	1.8	2.7	4.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	540	98.7	46.1	32.6	11.3	10.0	21.3
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	539	98.7	46.1	32.6	11.3	10.0	21.3
Socio-Economic Status							
Subsidized meals	323	99.1	56.2	31.8	7.5	4.5	12.0
Full-pay meals	209	98.6	30.9	33.8	17.2	18.1	35.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	268	98.9	36.8	49.4	13.4	0.4	13.8
	8	298	98.7	33.5	44.0	19.7	2.8	22.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	276	98.9	35.2	46.0	15.3	3.4	18.8
	8	265	99.6	42.1	41.7	15.9	0.4	16.3
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	268	98.9	38.5	45.7	12.6	3.2	15.8
	8	298	98.7	41.9	42.6	12.0	3.5	15.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	276	99.3	34.7	40.5	17.2	7.6	24.8
	8	265	99.2	48.6	43.8	5.6	2.0	7.6
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	268	98.9	57.1	30.4	6.9	5.7	12.6
	8	298	98.7	51.4	39.1	6.7	2.8	9.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	276	98.6	51.3	31.0	8.8	8.8	17.6
	8	265	98.9	48.8	36.8	6.0	8.4	14.4
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	268	98.9	51.0	33.2	10.1	5.7	15.8
	8	298	98.7	35.6	38.4	17.6	8.5	26.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	276	98.9	51.9	29.8	6.5	11.8	18.3
	8	264	98.5	40.0	35.6	16.4	8.0	24.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 552)				
Students enrolled in high school credit courses (grades 7 & 8)	12.5%	Up from 12.0%	15.0%	16.7%
Retention rate	3.6%	Down from 3.7%	2.6%	2.5%
Attendance rate	94.9%	Up from 94.8%	95.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 16.3%	0.3%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 12.5%	0.3%	1.0%
Eligible for gifted and talented	8.8%	Down from 20.2%	15.8%	15.6%
On academic plans	0.2%	N/AV	44.5%	39.9%
On academic probation	0.0%	N/AV	0.7%	0.7%
With disabilities other than speech	17.8%	Down from 20.4%	13.4%	12.4%
Older than usual for grade	6.0%	Up from 5.7%	4.9%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.0%	Up from 1.1%	1.0%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 40)				
Teachers with advanced degrees	55.0%	Down from 62.5%	48.2%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	13.3%	N/A	8.1%	9.1%
Teachers with emergency or provisional certificates	8.8%	Up from 7.9%	5.4%	5.6%
Teachers returning from previous year	81.5%	Down from 86.3%	83.0%	84.6%
Teacher attendance rate	93.3%	No change	94.9%	94.8%
Average teacher salary	\$41,278	Up 1.4%	\$41,281	\$42,267
Prof. development days/teacher	27.4 days	Up from 19.9 days	12.7 days	11.9 days
School				
Principal's years at school	1.0	Down from 2.0	2.5	3.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 20.1 to 1	20.6 to 1	21.1 to 1
Prime instructional time	82.7%	Down from 84.5%	89.0%	89.0%
Dollars spent per pupil*	\$5,517	Up 10.0%	\$6,034	\$6,243
Percent of expenditures for teacher salaries*	63.0%	Down from 63.6%	61.0%	59.8%
Percent of expenditures for instruction*	65.8%		64.0%	65.2%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	96.2%	Up from 93.0%	98.2%	97.4%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development	Average	Down from Good	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Sims Jr. High School, in partnership with its citizens, is to participate in the building of a community of lifelong learners by providing challenging educational experiences in a safe, disciplined environment that will prepare our students for productive living in a diverse technological society. During the 2005-2006 school year, many efforts were made to successfully accomplish our goals. This year, the school community of students, faculty, staff, parents, and community members accomplished the very high honor of obtaining accreditation through the Southern Association of Colleges Schools/Council on Accreditation and School Improvement (SACS/CASI). Teachers also worked hard on completing the third and final year of our Comprehensive School Reform program, Modern Red SchoolHouse. This professional development model focused on Unit Outline Development to improve the curriculum in all subject areas.

In an effort to maintain a positive school climate, we implemented the School Improvement Grant using Positive Behavior Interventions & Support (PBIS) to recognize students for good behavior. We are extremely proud of the 216 students who completed the school year with a clean discipline record. Continued emphasis was placed on high academic standards as we saluted 7 students as SC Junior Scholars and recognized 3 students for being named Duke TIP Scholars. Our Homework Center afforded students additional academic assistance both before and after school under the instruction of certified teachers. The 7th and 8th grade Academic Challenge Teams had very successful seasons, with both teams going undefeated in the Olde English Consortium matches.

Technology instruction continued to improve with the addition of a computer keyboarding class. This year 17 students passed the keyboarding proficiency test which allows them to exempt keyboarding in high school and 31 students passed the speed portion of the proficiency exam on the first attempt and will be placed in an advanced technology class.

Teachers strived to improve the use of technology to deliver instruction and for student work with research and projects. Parent and teacher communication through technology was also improved with emails, grade reports, and SchoolNotes.com.

SJHS students were also active in the many extracurricular activities offered: Sims Singers, band, drama, volleyball, basketball, football, track, cross-country, tennis, soccer, baseball, softball, cheerleading, Beta Club, SGA, and Right Track. We realize that our students are unique individuals and not every student has the same interest. As we focus on students becoming young adults, we want to make sure to provide as many opportunities for success as possible. We continue to work toward our school motto: Education Today... Independence Tomorrow.

Melissa P. Gregory, SIC Chairperson
Mickey Connolly, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	208	117
Percent satisfied with learning environment	83.3%	59.5%	76.1%
Percent satisfied with social and physical environment	77.8%	61.8%	65.8%
Percent satisfied with school-home relations	45.7%	78.8%	70.8%

*Only students at the highest middle school grade level at this school and their parents were included.